

## GRADE 4: RELATIONSHIPS

### Considerations for Curriculum Development

#### **Fourth Grade Contextual Theme: Kentucky**

*The story of my state – its government, economy, geography and history.*

#### **Assumptions and Goals of Curriculum Development**

The focus of grade 4 will constitute a series of explorations about our state, Kentucky. Students will build on their knowledge of communities and conduct in-depth studies of Kentucky, while applying the disciplinary core concepts of civic mindedness, economic decision making, geographical reasoning and historical thinking through multiple perspectives and viewpoints. While the primary focus of this grade level will be to explore Kentucky, connections should be made to the United States and to the global community wherever appropriate. Throughout grade 4, students should be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

**Summative grade level compelling questions may include, but are not limited to, the following:**

How has Kentucky changed over time?

Who were the first Kentuckians?

What are important contributions made by Kentuckians that benefit society?

What is the purpose of Kentucky government?

What kind of economy does Kentucky have?

#### **Contextual Inquiries by Disciplinary Core Concept**

##### **Civic Mindedness**

How are governments similar at the local, state and national level?

How is the government in Kentucky organized?

What are the roles, rights and responsibilities of Kentucky citizens?

Who are the community leaders in Kentucky?

What rules and laws do we have in Kentucky?

What symbols represent Kentucky?

Have Kentuckians always enjoyed the same amount of freedom and equality as they do today?

### **Economic Decision Making**

How do people earn incomes in Kentucky?  
What goods and services are made in Kentucky?  
What goods and services are consumed and distributed in Kentucky?  
How do Kentuckians make economic decisions?  
What resources can be found in Kentucky?  
How do people in Kentucky depend on others for goods and services?  
How does Kentucky pay for the goods and services it provides?

### **Geographical Reasoning**

How have Kentuckians modified or adapted their physical environments?  
How has Kentucky's physical landscape affected human settlement and activities?  
What values, practices and traditions do Kentuckians have?  
What are physical characteristics of Kentucky?  
What are the cultural characteristics of Kentucky?  
Where is Kentucky located?  
What are some of Kentucky's urban and rural communities?  
How similar are regions in Kentucky?  
How has migration in Kentucky changed?

### **Historical Thinking**

What interactions occurred during the early settlement of Kentucky between different groups of people?  
What are some of Kentucky's myths, folklore and legends?  
What are significant historical figures, documents, symbols and songs specific to Kentucky?  
How have conflicts or wars affected Kentucky?  
How has technology changed Kentucky over time?  
How has Kentucky remained the same as it was in the past?

## **Civic Mindedness**

**4.CM.1 Civic and Political Institutions** *Describe the origins, functions and structure of government to determine how it provides structure to protect citizens and provide equal opportunity within a framework of laws.*

**4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Compare the beliefs, experiences and values that affect individual and group perspectives.*

**4.CM.3 Processes, Rules and Laws** *Explain how the development of policies improves communities and attempts to meet the needs of society.*

**Key Idea:** Government functions to meet the needs of its citizens.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

What is the purpose of government?

Why do the perspectives of groups of people differ?

What are the needs of communities?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What does government do?

Does where people live affect their perspectives?

Why do communities need rules and laws?

**Fundamental Understandings:**

*Students will understand the following:*

- Government functions to protect and serve its citizens.
- Culture affects how people interact with others and the world.
- Rules and laws improve communities.

**Key Concepts:**

*May include, but are not limited to the following:* authority, beliefs, citizens, civic participation, community, community leaders, compromise, conflict, cooperation, culture, democracy, equal opportunity, equality, experiences, fairness, functions and structure, government—origins, groups, individuals, laws, needs, opinions, perspectives, points of view, policies, protection, republic, resolution, respect, responsibilities, rights, rules, services, social contract, society, types of governments, values, etc.

## **Economic Decision Making**

**4.EDM.4 Economic Decision Making** *Describe and evaluate the relationship between resource availability, incentives and opportunity costs.*

**4.EDM.5 Exchange and Markets** *Explain the role of buyers, sellers, products and labor in economic markets.*

**4.EDM.6 National Economy** *Describe the functions of the monetary system in personal, local and national economies.*

**4.EDM.7 Global Economy** *Explain how trade leads to increasing economic interdependence among nations.*

**Key Idea:** In markets, supply and demand influence economic decisions.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

How do we make good economic decisions?

What would happen to the economy if buyers stopped buying?

How does money move?

Where can we get what the things we need?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What are incentives?

What are the roles of buyers and sellers in economic markets?

What is a monetary system?

What is economic interdependence?

**Fundamental Understandings:**

*Students will understand the following:*

- Scarcity impacts the decisions we make about the things we want and need.
- Markets exist when buyers and sellers interact.
- Monetary systems provide means of payment between buyers and sellers.
- We depend on others to get the things we need.

**Key Concepts:**

*May include, but not limited to the following:* banks, buyers, capital, circular flow model, cost benefit analysis, demand, division of labor, economic decisions, economic interdependence, economic markets, economic transactions, factors of products, financial institutions, incentives, labor, monetary systems, money, needs, opportunity costs, price, producers, products, resource availability, scarcity, sellers, specialization, supply, trade, wants, etc.

## **Geographical Reasoning**

**4.GR.8 Spatial Views of the World** *Describe the locations of cultural and environmental characteristics and patterns of movement using maps of different scales.*

**4.GR.9 Human-Environment Interaction** *Explain how cultural and environmental characteristics of places and regions change over time.*

**4.GR.10 Human Populations Spatial Patterns and Movements** *Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.*

**4.GR.11 Global Interconnections** *Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.*

**Key Idea:** People, goods and ideas are continually moving.

**Students, who demonstrate an understanding of these standards, can address the following compelling questions:**

What do patterns of movement tell us?

Do physical or human-made changes affect a place?

How are goods and ideas spread?

Where do the economic activities of a place occur?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What are patterns of movement?

What are ways people modify their environment?

Does the physical environment prevent the spread of goods and ideas?

What types of interactions do people have with other places?

**Fundamental Understandings:**

*Students will understand the following:*

- Both culture and the environment cause people to move.
- Places are locations having distinctive features that give them meaning.
- Cultural and environmental characteristics influence settlement patterns.
- Local economic patterns change because of trade.

**Key Concepts:**

*May include, but not limited to the following:* adaptations, climate, conflict, cultural characteristics, diffusion, direction, distance, distribution, economic activities, environmental characteristics, goods, ideas, interactions, landforms, landscape, locations, maps, modifications, patterns of movement, people, places, regions, resources, scale, spatial patterns, technology, trade, volume, weather, etc.

## **Historical Thinking**

**4.HT.12 Chronological Reasoning: Causation and Continuity** *Explain probable causes and effects of historical developments and events and create chronological sequences of events and compare life from specific historical periods to life today.*

**4.HT.13 Historical Understanding: Contextualization and Perspectives** *Explain how historical contexts influence people's perspectives.*

**4.HT.14 Historical Arguments** *Explain the concept of a claim and identify evidence for a secondary source to summarize a claim about the past.*

**4.HT.15 Interpretation and Synthesis** *Analyze the information gathered from historical sources (maker, date, place of origin, audience and purpose), to judge the extent to which the sources are useful for studying a particular topic.*

**Key Idea:** Sources provide evidence about why events of the past happened.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

How do events from the past affect us today?

Is my point of view the same today as it will always be?

Why do we need to prove the validity of our argument?

What does a source tell us about a topic?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

How do chronological sequences help me compare the past to today?

What are historical contexts?

What is a claim?

What does a source tell us about a topic?

What is the value of a source?

**Fundamental Understandings:**

*Students will understand the following:*

- Life today is a result of many connected events of the past.
- Where and when we live affects our perspective.
- Without evidence, a claim is only an opinion.
- Sourcing a document allows us to determine if it will be useful.

**Key Concepts:**

*May include, but not limited to the following:* audience, cause and effect, chronological sequences, claim, date, evidence, historical contexts, historical developments, historical events, historical periods, influences, maker, opinion, perspective, place of origin, points of view, primary source, purpose, secondary source, sourcing, thesis, timelines, validity, value, etc.